

Public Sector Equality Duty  
Mainstreaming Report  
April 2021



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## INTRODUCTION

### The College

City of Glasgow College is an inclusive and diverse College. We are proud of our achievements to date and in our continued commitment to delivering Equality Diversity and Inclusivity for our staff and students.

We recognize that this is a journey, and we must adapt and improve practice to ensure that our vision and commitment meets the need of a progressive College and a changing demographic.

We are a College that is not only diverse in its staff and students but in what we do and the way we do it. We are within an evolving sector that recognises the need to have a “refreshed purpose” to meet the demands of the economy, staff, and students. This refreshed approach will be collaborative, agile, and inclusive.

As many organisations have, the College has faced unexpected demands since March 2020, including the support of staff and students during the COVID 19 pandemic. We have a leadership approach that not only steers through these challenges but ensures the best possible outcomes for staff and students in the process.

This mainstreaming report is an opportunity to demonstrate our commitment in delivering equality and diversity. However, it is also an opportunity to better understand where we can learn lessons and build on the progress that we have delivered to date.

Our innovative approaches to learning and teaching enable personalised development across a range of over 2,000 courses from Access Level to Masters. Approximately 40% of our students are from Glasgow, with the remainder from other parts of Scotland, UK and from many countries across the world.

## The Report

This mainstreaming report presents the College's approach to mainstreaming the Equality Act 2010 Public Sector Equality Duty (PSED) across College functions, so as to better perform the duty. Incorporating annual staff and Board of Management equality information, the report demonstrates how City of Glasgow College is reflecting equality throughout its functions, as well as collecting and using equalities data, to better perform the PSED.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).

Full-time student data across protected characteristics at application and enrolment stages are presented in the [Annual Review 2018 -19](#). In addition, an annual admissions review is conducted which details student applications and conversions to enrolments. Furthermore, live electronic student enrolment and KPI data across all relevant protected characteristics is available internally to staff on the College's internal "Dashboard".

As reported in our [Mainstreaming Report 2019](#) the College moved from six Faculties to four in 2018-2019. Data should be read with the view that this marks a change of structure and culture.

### **Equality Guidance on Covid 19 decisions and practices.**

City of Glasgow College acted swiftly to protect staff and students during the Covid19 pandemic. The College closed for lockdown on the 18<sup>th</sup> of March 2020. Teaching staff were supported to move face to face teaching online to reduce the impact of the change for students. The senior management team worked across the sector to ensure that plans were developed and delivered to enable a smooth transition and to ensure that any vulnerable staff and students were additionally supported.

International students were provided with guidance and ensured a safe journey home. All changes to policy or procedure were Equality Impact Assessed to ensure that no one protected characteristic was affected disproportionately. Students were supported to ensure that their teaching access was not affected, in total the College invested over 1.5 Million pounds to ensure that students had access to laptop and Wi-Fi ensuring that no students access to teaching was compromised.

## Commitment

The College commitment is outlined in its strategic priorities and associated aims.

Within the [College Strategic Plan 2017 – 2025](#), equality, diversity, and inclusiveness are addressed within the following strategic priorities:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

## Our Values

- The Individual
- Equality, Diversity and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

## Our Purpose

Let Learning Flourish

## Our Way

Inspiration | Excellence | Innovation

## Equality, Diversity & Inclusion Policy and Mainstreaming

### Vision

The College's Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

“To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated.”

### Access, Inclusion & Wellbeing

As detailed in the Student Experience Strategy and Access & Inclusion Strategy, the College encourages access and inclusion, and thus widening participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. The College has published the [BSL plan](#) with resources in line with the Scottish Government requirements.

### Internal Influences

The Equality Diversity and Inclusion agenda is supported by our EDI working group, and our EDI Advisory and Engagement Group which has representation from a number of equality focused groups. The EDI working group has representation from Senior Management Team, as well as from Curriculum and Support Leads. The College also has an established Spiritual Care Team.

## External Influences

The Scottish Funding Council (SFC) is the principal funding body for the College through the Glasgow Colleges' Regional Board, and we provide outcome agreements for the sector that determine our funding agreement. The outcome agreements demonstrate each institution's distinct contribution to the Scottish Government's priority outcomes and impact for public investment. Equality continues to be a key requirement of the outcome agreement with the establishment of the British Sign Language Plan. The Gender Action Plan reporting will be published within our Equality Outcomes. The recent Memorandum of Understanding with the Equality and Human Rights Commission and the Scottish Funding Council advance Equality for staff and students in Scotland's Colleges and Universities. Further details can be found [here](#).

In addition, the funding for extended learning and support has been evidenced in the new Access and Inclusion Strategy to address the needs of underrepresented groups, those with protected characteristics, care leavers, student carers, and those with mental health issues, are all supported to make progress and achieve success.

The College works closely with Advance HE and was invited to be a member of the Expert Steering Group on Race which was instrumental in developing anti-racist assets and resources for Higher Education and tertiary educational establishments. The College is also represented on the Scottish Race Equality Network (SREN) which supports and informs on issues of Race Equality in Education.

The City of Glasgow College also Chairs the Scottish Equality Forum (SEF) which is supported by Advance HE and has representation from Colleges and Universities across Scotland.

The College continues to work with several external partners and participate in the Glasgow Regional Equality Group (GREG) which meets regularly to share good practice and develop partnership working. In addition, we are active members of the Trans Community of Practice led by The University of Strathclyde and Ayrshire College. This reflects the partnership approaches that we have developed recently which will help to shape our future actions.

## Summary of Findings

Key Findings in this report will inform our Equality Outcomes and support our Equality Action plan to deliver our PSED mainstreaming requirements. It is noted that during the period of 2018-2019 there were significant adjustments in equality reporting, due to a period of organisational change at the College. Key data reflects that the average age of staff in 2019/20 was 47.2 years, however the age group with highest representation is the 55 to 59 years, making up 15.5% of the staff complement.

There has been an increase in the number of staff that have declared a disability since 2017/18, from 6.4% to 7.7% in 2019/20. However, the percentage of people who did not respond has increased by 14.3%, which indicates that there is still work to do to decrease the “no response” rate.

The proportion of Black and Minority ethnic staff has decreased from 9.2% in 2016/17 to 6.3% in 2019/20. This is below the national and city average for BME communities and will be further explored in the Equality Outcomes report. The proportion of staff who identified as “Other white” in 2019/20 was 5.7% which is an increase of 3.3% from the 2016/17 figure of 2.4%.

In senior management the gender balance was 30 % female, 55% male, and 15% gave no response in 2019/20. The Curriculum Head position in 2019/20 was 51.2% male and 35.7% female, while 17.9% gave no response. Further work needs to be developed to support Senior management to disclose equality data in respected to sex.



## City of Glasgow Board of Management

### Composition and Representation

The Board of Management of Colleges in Scotland is comprised of the following positions:

- 1 x Principal and CEO.
- 1 x Chair (appointed by the Regional Board for 4 years).
- 2 x Student Members (Student President and another student officer, both elected for 1 year).
- 2 x Staff Members (representing teaching and support areas, both elected for 4 years).
- 12 x Non-Executive Directors (subject to public appointment, approved by Glasgow Colleges' Regional Board).

Currently, City of Glasgow College have sixteen Board Members, with two current vacancies for which a recruitment process is underway to complete the compliment of 18 (as of April 2021).

The gender breakdown of the current board is therefore seven female and nine male members of the Board. Of the Non-Executive Members, there are six female and 4 male members thus:

	All Board Members	Non-Executive Board Members
Female	44%	60%
Male	56%	40%

The College also collects equalities monitoring data at the point of the Board, to inform succession planning and to ensure that we monitor and encourage applications from underrepresented groups.

Below are the figures for the appointments made to the Board in 2015 and in 2019, broken down by gender and the gender of the person subsequently appointed.

Date	Applications			Appointments	
	Received	Male	Female	Male	Female
June 2015	19	15	4	2	2
Jan 2019	18	9	9	1	4

These figures indicate significant progress in advancing gender equality on the Board, within the constraints of the number of Non-Executive Board member public appointments. The College employed a careful approach to publicising Board vacancies, including gender-neutral wording of advertisements, and a video featuring female Board members on the College's Board Vacancy webpage.

The gender balance of applications achieved in 2019 is contrasted with the imbalance from 2015 indicating the success of this approach. This represents a lesson learned in our drive to achieve broader representation across all protected characteristics.

The College is committed to ensuring that we continue to enhance diversity on the Board. For example, all vacancies are positively promoted to our network of equality partner organisations representing a wide range of under-represented groups, and opportunities for co-option to Board Committees are made available to provide experience of working with the College Board.

## MAINSTREAMING

The General Duty of the Equality Act 2010 requires us to have due regard to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance Equality of opportunity between people of different groups
- Foster good relations between people of different groups, tackling prejudice and promoting understanding between people of different groups.

This section will detail the College's approach to both planning for, and subsequently demonstrating mainstreaming of the Public Sector Equality Duty (PSED) across its functions.

We are the first educational institution in Scotland to be in the Stonewall 100 top employers in the UK. We have an established commitment to ensuring that we are an inclusive college and LGBTQ+ staff and students are supported, and we build on the legacy established.

### **Engendering STEM Project: Use of the workplace Inclusivity Online Assessment Tool**

This pan-European Erasmus+ funded Project tackles inequality in the workplace. Key issues tackled as part of this Project include the underrepresentation of women across the pipeline, the expanding skills gap across multiple STEM sectors, the lack of guidance on Diversity and Inclusive practice for SMEs and in response to this delivering Best Practice Guides in digital & paper form as well as presented as teaching materials online through Udemy. Through the engagement of over 20 SME Employers in Scotland employers in Scotland it is intended that progressive recruitment and retention practices will result in higher numbers and better conditions across the sectors. A legacy of the project is the continuing access to the free online SAT tool and best practice materials and body of Case Study materials.

### **STEM Girls**

An Equate Champions group "STEM Girls" was established in 2018/19 at the City campus with a further group established in Riverside in 2019/20 with a supporting link to the Women in Maritime Campaign. The Group delivered a range of Events,

Initiatives, Workshops, Outreach work & Social Media Activity. The STEM girls supported school outreach work in Greenock and in College the Merchant Navy & Engineering Open days. They established a Group and arranged an Engineer Talk and participated in the DELL mentoring scheme. The group has supported a number of outreach activities including the Techfest Outreach (over 40 secondary schoolchildren attended) at College, the Insp-hire STEM Event in Glasgow, supporting an overseas placement student in STEM, supporting speaker events and, representing the College at the Pioneer Awards, Engendering STEM Conference, IET Conference, participating in the SKY Studios reverse mentoring programme, attending Young STEM Leader sessions, collating research on STEM awareness with students and wider groups through a questionnaire, as well as organising a Workshop with Shola Kaye on Public speaking for Women, initiating a STEM Girls Public Speaking Event, supporting International Women's day and outreach to STEM students through social activities. A member of the STEM Girls Group was nominated for the Equate Women of the Year Award 2020. In addition, the College hosted a Women in STEM Employability Workshop.

### **Equality Impact Assessment**

A core requirement of mainstreaming is equality impact assessment (EQIA). In 2019 the College moved to an electronic EQIA system that streamlined to EQIA process. Since 2019 we have undertaken EQIAs with a number of key policies which include the following:

- HR Policies
- Finance Policies
- IT Policies
- COVID 19 related Policies

This list is not exhaustive. However, it demonstrates that College Faculties and Departments now take the lead on ensuring that Equality Impact Assessments are conducted, with the support of the Equality, Diversity, and Inclusion team, when and if required. The confidence demonstrated in the College continues to grow in delivering EDI practices, which will be further demonstrated in this report.

## Procurement

Tackling equalities in Procurement is a key requirement of the Equality duties. In 2018 City of Glasgow College demonstrated how we have developed an inclusive procurement process. As well as being commended by Employer Network for Equality and Innovation (ENEI) this approach resulted in the College's achieving the ENEI Innovation through Impact Award. The Procurement team also worked with Stonewall and other organisations to share their best practice. The procurement process was revised in 2020 with Equality considerations remaining central to the tendering process.

## Embedding Equality

We continue to embed equality by delivering Diversity Awareness Months, EDI training, and hosting EDI events and an Embracing Diversity Competition. The EDI action plans are detailed and specific. We will continue to develop collaborative EDI work and further develop our partnership approach as demonstrated throughout this report. In particular we have worked across sectors with University of West of Scotland, Ayrshire College and the regional colleges to deliver a webinar on Microaggressions and Racism. We have worked with community organisations such as Active Life Club and the Scottish Minority Ethnic Women's Network in addition to our other external partners. We are proactively looking for opportunities to ensure that our College is inclusive, and a leader in delivering innovative approaches to meet our PSED requirements, but more importantly to "live our values" as a College.

## Anti-Racist Approach and Leadership

In 2019, the Equality and Human Rights Commission published a [report](#) which revealed that racial harassment was under-reported among staff and students at Colleges and Universities. A Scottish Funding Council project, led by Advance HE, established the Race Project Steering Group of EDI practitioners, academics, tertiary education staff and students. City of Glasgow College was delighted to be a member of the steering group that led to the development of a campaign to tackle racism and the development of resources to support this.

In a clear demonstration of leadership, the Principal of City of Glasgow College, Dr Paul Little, signed the Declaration of Anti-Racism on behalf of the College sector.

The declaration, endorsed by the Scottish Funding Council and Richard Lochhead, Minister for Further Education, Higher Education and Science, was launched via a webinar on Friday 14 August.

**Dr Paul Little, Principal and Chief Executive at City of Glasgow College, said:**

“It is important to recognise that racism exists on our campuses and in our society. City of Glasgow College is proud to serve a diverse community and our learning environment – students, staff, policies and practices - reflects that multiplicity. As a champion of equality, diversity and inclusiveness, our college aims to advance fairness, opportunity, and respect for all. So, I am honoured to commit to this declaration on behalf of the college sector, and to support the clear, credible and public commitment from a united Scottish sector that we stand against racism.”

This commitment by our Principal has led to a new Anti-Racist Approach being developed in the College, with representation across faculties and departments.

This anti-racism approach will also look at providing training for staff to develop anti-racist curriculum.

## **LGBT Inclusion**

City of Glasgow College was the first educational institution in Scotland to be included in the Stonewall 100 top employers in the UK. We are proud to be a college that champions LGBT inclusion. As previous reports have stated we have established a range of good practices in delivering an Inclusive College, and we have built on this approach through supporting the LGBTQ+ staff group and by promoting Ally events in conjunction with the Regional Colleges. We were delighted to host the first event in February 2020 as part of our LGBT History month celebrations. We continue to promote and celebrate key dates such as IDAHOBIT and will be exploring the LGBT Youth Charter for the College to further support our LGBTQ+ students,

In this light we also revised our Trans and Gender Reassignment Guidance and shared our best practice with the regional colleges to develop a Guidance that was agreed across the region. The City of Glasgow College is also a member of the Trans Community of Practice that share to share and learn from other institutions and experts on how to ensure that we support the Transgender community at the College.

### **Gender Based Violence**

The City of Glasgow Student Experience Directorate has worked as part of Fearless Glasgow, a joint working group of universities and colleges in Glasgow and Ayrshire, including The Emily Test, Glasgow and Clyde Rape Crisis, Police Scotland, Women's Aid and Glasgow Violence Against Women Partnership. We have developed a webpage and reporting form on our [website](#).

A number of GBV focused social media campaigns have been delivered including Erase The Grey, and a Police Scotland campaign.

### **GBV Staff Training**

In February 2020, 18 Student Experience staff attended Rape Crisis First Responder training. The two-day course covered topics including dealing with disclosures and supporting individuals who make disclosures. We planned to roll this out to other staff in August 2020; however, the COVID-19 emergency impacted on this. Rape Crisis have developed an online, abbreviated version of the First Responder training over three 2-hour sessions that was piloted with some members of Fearless Glasgow. We aim to offer this course to staff in August 2021.

As part of Fearless Glasgow, we have received match funding from Scottish Government for Report and Support, an online platform for reporting incidences of gender-based violence and other types of harassment. The aim of this is to have a safe place for students and staff to report incidents, anonymously if they wish, and to gain reliable data on the problem of GBV within further and higher education in the Glasgow region.

## Mental Health

### Staff

Mental health and wellbeing has been at the forefront of the College response to COVID 19. The support has been expanded to ensure that we have resilient staff, able to manage the organisation and its people through the pandemic, and provide timely support for those who require it.

To support staff with their own wellbeing the College offers free counselling and CBT sessions 24/7. We offer 24 hr online mental health support through Togetherall and have a dedicated People Support email inbox where colleagues can access direct support from the HR team and Wellbeing officer. Mental health resources are shared on our Staff Hub, resilience workshops have been offered and delivered as well as Mental Health workshops. We also deliver a programme of “Energy MOT” sessions and Digital Wellbeing workshops.

In addition, the College has provided support in physical health through risk assessments, DSE assessments, Occupational Health and engagement through our Health & safety team.

It has been important throughout the various phased returns to campus that our Health & Safety team remained visible and accessible to ensure everyone felt safe to return to campus buildings. We have continued many of our wellbeing activities online throughout lockdown, such as a programme of mindfulness & yoga and engaging in student led activities such as a walking challenge & mask wearing campaign.

Glasgow Colleges' Regional Board has been working with Charlie Waller Memorial Trust to strengthen the mental health support available across the Glasgow region and additional counsellors are also in place across the region now.

We offered a programme of Mental Health workshops last year from the Charlie Waller memorial Trust, and look forward to welcoming them to deliver a wider programme again in 2021. The workshops were well received and covered a vast range of topics.

A range of good quality Wellbeing Services and practical support has been developed which are easy to access and responsive to meet the needs of staff.

### Students

The recent NUS survey on Improving Mental Health and Wellbeing Support for Scotland's Students (Oloyede, Bridger, & Lawson, 2020) highlighted that in order to understand student mental health & wellbeing there are many influencing factors.



One of those factors is the support from tutors and lecturers, being instrumental in the wellbeing of students, highlighting the central role teaching staff have. Therefore, the wellbeing of staff is crucial to offer the best experience to students during their time learning.

In March 2020, additional Student Counsellors were recruited to diversify the mental health offer to students. The focus of this role is to develop and deliver class-based workshops which focus on common mental health themes and coping strategies. This includes stress. During the COVID pandemic two workshops have been offered to class groups: 'Stress Management' and 'Coping in COVID'. The workshops are popular, and we have outsourced with Talking Rooms to deliver additional capacity with classes.

This approach offers a group therapy option which focusses on anxiety. This is a closed group of up to 10 students and runs in four-week blocks, twice a term. Students can be referred to the group therapy as a holding support while a student waits short-term one-to-one counselling.

The Counselling Service has contracted with an external Counselling provider to offer longer term counselling opportunities for students who cannot be supported through short-term counselling.

## Partnerships and Collaborations

The College approach to delivering Equality Diversity and Inclusion is not just about building on the best practice already developed in the College but to work with partners and collaborate with organisations to create and develop an inclusive environment for staff and students at the College. We have worked with [Hidayah](#) to promote services for LGBT Muslim students at the College and will look to develop these relationships further. As mentioned previously we work to ensure that the College reflects the community of its staff and students, we believe this renewed approach will bring a sense of community and confidence.

In addition, the College was delighted to be appointed as Chair of the Scottish Equality Forum, this forum was supported by Advance HE and represents EDI practitioner and leads across all Universities and Colleges in Scotland. The changing landscape of Equalities has arisen to a new approach to supporting and delivering Inclusive and Diverse institutions. The requirement to evidence impact whilst meeting the reporting requirements requires a reimagining of how we deliver inclusive practice. This Forum gives practitioner to have a voice on how this can be delivered.

## Data Summary

### Age

AGE	16/17	17/18	18/19	19/20
16-19	0.2%	0.5%	1.7%	0.3%
20-24	1.4%	1.5%	3.0%	1.6%
25-29	5.2%	5.1%	6.1%	5.7%
30- 34	9.2%	9.1%	9.3%	9.4%
35-39	12.0%	11.9%	12.6%	13.8%
40-44	12.0%	10.6%	10.8%	10.8%
45-49	13.6%	14.0%	14.0%	12.9%
50-54	16.8%	14.7%	13.8%	13.7%
55-59	16.3%	15.8%	14.6%	15.5%
60-64	9.5%	11.5%	9.8%	11.3%
65+	3.6%	5.15	4.4%	5.3%
No Response	0%	0.1%	0%	0%

### DISABILITY

Disability	16/17	17/18	18/19	19/20
Disabled	5.8%	6.4%	7.6%	7.7%
Non-Disabled	86.9%	83.7%	76.9%	77.0%
No response	1.1%	1.7%	15.5%	15.4%
Prefer not to say	6.2%	8.2%	0%	0%

## GENDER REASSIGNMENT

Gender Reassignment	16/17	17/18	18/19	19/20
Identify as Transgender.	0%	0.3%	*	*
Do not identify as Transgender.	35.7%	37.1%	16.1%	17.6%
No Response	63.0%	61.0%	83.2%	81.3%
Prefer not to say	1.3%	1.6%	0.7%	1.0%

## MARRIAGE AND CIVIL PARTNERSHIP

Marriage and Civil Partnership	16/17	17/18	18/19	19/20
Married	50.9%	50.0%	49.6%	50.6%
In Civil Partnership	1.1%	1.1%	1.6%	1.8%
Other	37.3%	39.2%	36.5%	37.4%
No response	4.5%	3.6%	5.4%	3.2%
Prefer not to say	6.1%	6.2%	7.0%	7.2%

## RACE (Ethnicity)

RACE (Ethnicity)	16/17	17/18	18/19	19/20
BAME	9.2%	5.5%	6.4%	6.3%
Other White	2.4%	6.3%	5.6%	5.7%
White	82.7%	81.7%	74.6%	77.2%
No response	1.7%	1.7%	8.2%	6.7%
Prefer not to say	3.9%	4.4%	3.5%	4.1%

## RELIGION or BELIEF

Religion or Belief	16/17	17/18	18/19	19/20
Listed Religious Belief	40.4%	40.2%	40.1%	39.7%
Other Religious belief	2.0%	1.9%	2.0%	1.9%
No religion or belief	28.2%	29.8%	29.7%	31.0%
No response	1.1%	1.5%	7.8%	6.3%
Prefer not to say	28.3%	26.4%	20.4%	21.1%

## SEX

Sex (gender)	16/17	17/18	18/19	19/20
Female	54.2%	54.3%	40.0%	41.3%
Male	45.8%	45.7%	36.4%	35.9%
Other	0%	0%	0.2%	0.1%
No response	0%	0%	6.9%	5.1%
Prefer not to say	0%	0%	16.6%	17.6%

## SEXUAL OREINTATION

Sexual Orientation	16/17	17/18	18/19	19/20
Bisexual	0.6%	0.6%	0.9%	*
Gay Man	1.8%	1.9%	2.1%	2.1%
Gay women/Lesbian	0.9%	1.0%	1.0%	*
Heterosexual/Straight	65.3%	67.2%	67.5%	67.8%
Other	0%	*	0%	0%
No response	1.1%	1.4%	7.9%	6.7%
Prefer not to say	30.2%	27.8%	20.8%	21.7%

## PREGNANCY PATERNITY ADOPTION

Female Staff by pregnancy	16/17	17/18	18/19	19/20
Pregnant	3.18%	2.0%	2.2%	1.8%
Not pregnant	96.82%	98%	96.8%	97.4%
Adoption	0%	0%	0.1%	0%
Paternity	0%	0%	1.0%	0.9%

## CARE

Care	16/17	17/18	18/19	19/20
Caring Responsibility for adults or disabled children	12.9%	11.6%	8.6%	8.3%
Responsibility for children non-disabled	17.9%	17.0%	16.0%	15.0%
No responsibility	40.7%	45.2%	38.2%	36.9%
No response	26.3%	23.9%	32.6%	34.9%
Prefer not to say	2.2%	2.2%	1.8%	2.1%

## Data Summary

### Age

#### Composition

- The average age of staff in 2019/2020 was 47.2 years whilst the average age in 18/19 was 46.0 years
- 25% of Curriculum Heads were in the 55-59 years category in 2019/20.
- The lecturing staff were most represented at the 55-59 years category at 16.2%.
- Supporting staff were represented across all age groups from 16 to 65 years and over in both years.
- The largest representation of support staff was within the 35-39 age range for 2018/19 at 12.3% and within the 60-64 range for 2019/20 at 12.9%.
- Heads of services were represented by 38.5% of age range from 55 to 59 in 2019- 2020 this represented the highest percentage across all age ranges.

#### Recruitment

- The highest number of applications for jobs in both years came from the 25-29 years range.
- The 65 and over range accounted for 0.2% of applications in 2019/20.

#### Retention

- The average age of staff leaver in 2019/20 was 46.5 years.
- The average length of service of leavers from 2018 to 2020 was 5.1 years.
- 15.0% of leavers in 2018/19 were between 20-24 years. This figure represents the highest percentage of people leaving in 2018/19, however, it was subsequently reduced to 3.6% in 2019/20.
- The lowest number of leavers is from the age range of 40-44 years old in 2018/19 and from 16-19 years old in 2019/20.

## **DISABILITY**

### **Composition**

- Staff that have disclosed a disability in 2020/21 is 7.7% this is an increase of 1.9% since 2016/17.
- The percentage of staff who provided “no response” has increased from 1.1% in 2016/17 to 15.4% in 2019/20, which is an increase of 14.3%.
- The percentage of people stating they “prefer not to say” has decreased from 6.2% to 0% in both 2018/19 and 2019/20.
- Staff that have disclosed “Deaf or Serious Hearing Impairment” has increased from 5% in 2017/2018 to 10.1% in 2019/20 this is an increase of 5.1%.
- Staff disclosing a long-standing health condition has decreased from 32% in 2017/18 to 28.5% on 2019/20.
- Non-disabled staff in 2019/20 were represented at 77.0%, which is a decrease of 13.7% from 2016/2017.
- Staff that gave no response increased from 1.7% in 2016/17 to 15.4% in 2019/20, which is an increase of 13.7%.

### **Recruitment**

- Disabled external applicants represented 7.1% of all applications over 2 years.
- Disabled internal applicants in 2018/19 represented 5.9% of applications.
- Disabled external Shortlisted applicants represented an average of 7.5% of applications over the 2 years.
- Disabled internal shortlisted applicants in 2018/19 represented 6.8% of applications.
- Internal appointments who declared no disability in 2019/20 was 75.0% as opposed to 94.3% in 2018/19.

### **Retention**

- 5.7% of all leavers in 2019/20 were disabled, 67.8% were not, and 13.7% preferred not to say.
- 7.2% of Curriculum Heads declared a Disability in 2019/20
- 9.9% of Support staff declared a Disability in 2019/20.
- “Prefer not to say” was highest amongst support staff at 9.4% in 2019/20.



## **Gender Reassignment**

### **Composition**

- To protect the identity of transgender staff at work we cannot disclose the data collected. However, we can confirm that the data reveals an increase of the number of transgender staff at the College.

### **Recruitment**

- In 2019/20 0.5% of external applicants identified as Transgender.
- In both years, 2.2% of external applicants preferred not to say.
- In 2019/20, 97.3% of external shortlisted applicants and 92.9% of internal shortlisted applicants did not identify as Transgender.

### **Retention**

- No staff who identified as Transgender left the College in 2018/19 and 2019/20.
- The number of staff who chose not to give a response has risen from 61% in 2017/18 to 81.3% in 2019/20.
- Further analysis would not be appropriate due to the risk of disclosing individual identity.

## **Marriage and Civil Partnership**

### **Composition**

- 55.3% of the Curriculum staff and 41.7% of the Support staff in 2019/20 were married.
- Curriculum Staff, who are in Civil Partnerships, increased from 1% in 2017-18 to 1.6% in 2019/20.
- The percentage of support staff in Civil Partnership has risen from 1.2% in 2017/18 to 2.1% in 2019/20.
- In 2019/20 the average percentage of Support staff and Curriculum staff combined who preferred not to say was 7.4%.
- In 2019/20 the response to the category “other” was 37.1% for Support staff and Curriculum staff combined.

### **Recruitment**

- External applicants in the “other” category were represented at 60.1% in 2019/20.
- Internal applicants in the “other” category were represented at 36.8% in 2019/20.
- 2.3% of the Internal Shortlisted candidates in 2018/19 were in a Civil Partnership.
- In 2019/20, Internal appointments in both the “Married“ and “Other” categories were represented at 41.7%.

### **Retention**

- 51.2% of leavers in 2019/20 were married.
- 6.1% of leavers in 2019/20 preferred not to say, compared to 7.5% in 2018/19.

## **Maternity/Pregnancy**

### **Composition**

- In 2019/20 1.8% of staff accessed maternity leave, compared to 2.2% in 2018/19.
- Paternity leave averages 1% over the two-year period.
- 3.2% of Lecturing staff were on Maternity/ Paternity or Adoption leave in 2019/20.
- 2.3% of Support staff were on Maternity/ Paternity or Adoption leave in both years.

### **Retention**

- No member of staff on maternity leave left the College between 2018- 2020.

Due to the small numbers and data collection procedures, we are limited to the level of analyse we can evidence here.

## **Race (Ethnicity)**

### **Composition**

- Black and Minority ethnic staff numbers have reduced to 6.3% in 2019/20 from 9.2% in 2016/17. A decrease of 2.9%.
- In 2019/20, 5.7% of staff identified as “Other white”; this marks an increase of 3.3% from the 2.4% “Other white” staff in 2016/17.
- In 2019/20, the percentage of staff who did not respond was 6.7%, which is an increase of 5% since 2017/18 when the “No Response” rate was 1.7%.
- In 2019/20, 4.1% preferred not to say and 6.7% did not respond which resulted in a total of 10.8% of staff not disclosing their ethnicity in that year.
- There is no BME representation in Senior Management, Head of Service or Modern Apprentices in either year.
- 10.3% of Curriculum Heads were from BME background in 2018/19, which dropped to 9.5% in 2019/20.

### **Recruitment**

- 19.4% of all applications in 2019/20 were made from BME applicants (11.3% of all external and 8.1% of all internal).
- In 2019/20, external appointment for BME was 9.1% while no internal BME applicants were appointed.
- The percentage of “Other white” external applicants was 11.7% in 2018/19 and 10.3% in 2019/20.
- The percentage of “Other white” external shortlisted applicants was 11.0% in 2018/19 and 7.6% in 2019/20.
- In 2018/19, 8.4% of all external appointments were of “Other white” applicants.

### **Retention**

5% of leavers in 2018/19 were BME, 5.7% were Other white, 49.2% were UK white, and 39.2% gave no response.

## **RELIGION or BELIEF**

### **Composition**

- The data on staff has remained mainly consistent over the last 4 years except for “No response” which has increased from 1.1% in 2016/17 to 6.3% in 2019/20; this is an increase of 5.2%.
- In 2019/20, 31.9% of curriculum staff stated that they had No Religion or Belief.
- In 2019/20, 29.0% of support staff stated they had No Religion or Belief.
- In 2019/20, 25.0% of Directors and Senior team stated they had No Religion or Belief, while 20.0% identified as Roman Catholic.
- In 2019/20, 2.3% of all Lecturing staff were Muslim and 0.6% were Hindu; the largest faith represented amongst Lecturing staff in 2019/20 was “Roman Catholic” at 13.7%, followed by “Other Christian” at 11.1%.
- The largest faith representation at Head of Service level in 2018/19 is “Protestant” at 31.3%.

### **Recruitment**

- Most of the internal and external applicants in both years had no religion or belief (51.2% of external and 37.8% of internal candidates in 2018-20).
- 50.5% of Internal applicants in 2019/20 declared a faith. 29.9% of these were Roman Catholic, 5.8% were Protestant and 12.7% were other Christian.
- In 2019/20, 26.2% of all External appointments were of Roman Catholic candidates, 9.1% were of other Christian and 5.7% were of Protestant applicants.
- Muslims represented 5.1% of external applicants and 5.1% of internal applicants in 2018/19. Subsequently, 3.8% of external appointments were of Muslim candidates but there were no internal Muslim appointments made.

### **Retention**

- In 2019/20, 29.5% of Leavers had No Religion or Belief, 14.5% were Roman Catholic, 10.9% were Protestant, 8.9% were Other Christian and 2.8% were Muslim.

## **SEX**

### **Composition**

- Senior management gender balance is 30 % female, 55% male and 15% there was no response in 2019-20.
- In 2019/20 Curriculum Heads were 51.2% male and 35.7% female, with 17.9% who gave no response.
- In 2019/20, there was an even split in lecturing staff at 39.9% female and 40.0% male, however, the remaining 21.0% gave no response.
- Support staff were predominantly female with 46.8% and 25.6% male in 2019/20, however, 27.7% gave no response.

### **Recruitment**

- External applicants were 56.4% female and 42.5% male in 2019/20.
- Internal applicant were 66.7% female and 33.3% male in 2019/20.
- External shortlisted applicants were 54.3% female and 44.9% male in 2019/20.
- Internal shortlisted applicants where 61.9% female in 2019/20.
- In 2019/20, External appointments of women were 64.8%, while internal appointments of women were 75.0%.
- External appointments of men were 35.2% in 2019/20.

### **Retention**

- Leavers in 2019/20 were 37.1% female and 38.3% male, 14.9% preferred not to say.
- 9.7% of Leavers in 2019/20 gave no response. Collectively “prefer not to say” and “no response” constitute 24.6% of leavers whose sex is unknown.

## **SEXUAL ORENTATION**

### **Composition**

Due to the data protection and so as not to unduly disclose information we are limited to what we can report.

- In 2019/20 1.1% of Lecturing staff identified as Bisexual, 2.2% as Gay men and 0.6% as Gay woman/Lesbian.
- In 2019/20, 22.1% of lecturing staff, 22.3% of support staff and 17.9% of Curriculum heads preferred not to say.
- Overall, the LGB representation of staff in 2019/20 was 4.0%.
- The percentage of staff stating “prefer not to say” in 2019-20 was 21.7%, which is an 8.5% decrease from 2016/17.

### **Recruitment**

- Out of all External Applicants in 2019/20, 3.7% identified as Bisexual, 3.6% as Gay man and 1.5% as Gay woman/Lesbian.
- 0.4% of External applicants in 2019/20 identified as “other”, while 5.5% preferred not to say.
- 90.8% of Internal applicants in 2019/20 identified as Heterosexual/Straight, whilst 7.9% preferred not to say.
- 2.7% of Internal shortlisted applicants in 2018/19 identified as Gay Man.

### **Retention**

- 2.0% of Leavers in 2019/20 identified as Gay man, and 2.5% identified as Gay woman/Lesbian.
- 11.7% of the leavers in 2019/20 did not respond and 15.3% preferred not to say, resulting in 27.0% of leavers with unknown sexual orientation.

## **CARE Experience**

### **Composition**

- 8.3% of 2019/20 Staff had a caring responsibility for an adult or a disabled child.
- In 2019/20, 2.1% of staff preferred not to say, while in 2018/19 this was 1.8% which showed little or no movement.
- Staff who did not respond were 32.6% in 2018/19 and 34.9% in 2019/20; this is a difference of 2.3% in two years.
- Staff with caring responsibilities for non-disabled children was represented at 16.0% in 2018/19 and 15.0% in 2019/20. & which was on average the same over the last 4-year reporting period.
- 

### **Recruitment**

- 16.7% of External applicants in 2019/20 declared they had caring responsibilities.
- 33.3% of Internal candidates in 2019/20 declared having a caring responsibility.
- 19.3% of External shortlisted applicants in 2019/20 declared they had caring responsibilities.
- 25.9% of external appointments in 2019/20 were of candidates with caring responsibilities.

### **Retention**

- 9.2% of Staff leavers 2018/19 had caring responsibilities, compared to 17.8% in 2019/20, which was an increase of 8.6%.
- Heads of service in 2018-2019 declared caring responsibilities was 43.8%.
- Staff with caring responsibilities was 23.3% in 2019-2020.



## Training and Development

### Reporting period 2019/2020

#### Learning & Teaching Academy (LTA) workshops

In response to the lockdown and the move to remote working in March 2020, internally, the LTA offered a broad range of short workshops to support all staff in their roles - the 5 most popular sessions were on MS Teams, Zoom, ABC Learning Design, Loom and Click View. During this period of 23 weeks to August 2020, **547** staff attended a total of **1675** workshops.

#### Enhanced Qualifications

During 2019/20 - 24 staff (from academic and support areas) were supported to achieve a qualification (ranging from certificate to PhD level). This includes financial support (for course fees, essential textbooks and any required professional memberships), as well as leave provision for study and exams. Staff development opportunities continued throughout lockdown, via virtual attendance at external courses, workshops, conferences/seminars.

### Reporting period from 2018/2019

Events focused on internal employee development in the summer of 2019 this involved One City event which is held annually to support staff and promote opportunities to network. A guest speaker Graeme Obree was invited to speak on "Positivity, Balance and Personal Wellbeing.

Nearly 500 staff members engaged in networking over a sponsored lunch, within the College refectory.

An eclectic programme of development offered over 5 days, to help inspire colleagues as they prepared for the new academic session:

58 sessions were offered to all staff, covering 26 different topics (the complete list of session topics is included in Appendix 1). Sessions were accessible to all staff, the only requirement being for them to book their place via the intranet, except for two drop-in sessions and one virtual session that was offered. · A total of 425 attendances were recorded for the week.

The sessions were designed and delivered predominantly by College staff, including the Principal, staff from Learning Technologies, Libraries, Organisational Development, the Student Mental Health Team, Human Resources, Social Science

and TUEC, and COPTE (Centre of Professional and Technical Excellence). There were also external providers from March Training & Development Ltd, Personal Outcomes Partnership, Ten for Zen, and the General Teaching Council for Scotland (GTCs).

The range of sessions offered covered a variety of categories of particular relevance to College staff, including teaching/learning resources, people development, mental health, and partnerships.

### Enhanced Qualifications

During 2018/19 - 31 staff (from academic and support areas) were supported to achieve a qualification (ranging from certificate to PhD level). This included financial support (for course fees, essential textbooks and any required professional memberships), as well as leave provision for study and exams.

Analysis by protected characteristics is ongoing, this has been delayed due to the shift from our previous systems to iTrent with further delays due to the Covid 19 pandemic. We anticipate that this will be streamlined again in the coming months.

We continue to provide EDI training to all new staff as part of their induction program. The current EDI is being refreshed with a view that this will be offered to staff and students. A full breakdown on the Protected Characteristics can be found in the Appendix.

### Disciplinary and Grievances

In the reporting period of 2018 -2020 there were 19 disciplinarys and 24 grievance, this has been broken down by protected characteristics however the numbers are too small to draw any significant conclusions, A percentage of prefer not to say has been noted across protected characteristics with the exception of disability where 90.9% disclosed as not disabled for disciplinarys and 91.7% disclosed not disabled for grievance.

### Data Summary Conclusion

#### Using Staff Information to Better Perform the PSED

We recognise that we have existing data gaps in particular the move from one operating system to the new iTrent system just before the Covid19 pandemic brought its own challenges. The issues that we have identified will be addressed in our next reporting cycle. However, we tried to analyse and draw conclusions that will not only inform our Equality Outcomes but will help shape our equality actions plans. To better embed and mainstream Equalities we will look to each faculty and department

to develop their own Equality Action plans to ensure that ownership lies within the layers of the organisation and not centralised.

Furthermore, experience has taught us that when appointing a Champion, the experience and knowledge is not embedded when they leave. This approach will allow for the knowledge to become ingrained into the culture of the College and will mainstream Equalities.

To deliver this approach we will redesign how EDI work is delivered and structured with the development of a Leadership led approach and working groups focused on Anti-racist practice, LGBTQ+ inclusion, Gender and Leadership. with representative across the College.

Action planning will be developed and in place for the new academic term.

Furthermore, we will use the staff information to inform the College Equality Outcomes 2021-2025. A review will take place to identify any potential structural inequalities and a focus on intersectionality will be key features of the work we take forward to support mainstreaming at the College.

## APPENDICES

## Recruitment, Composition and Retention of Staff by Age

Table 1: Applications, Shortlisting, Appointments, Staff and Leavers by Age Range, 2018-19 and 2019-20

Group and Age Results by %	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Respons <sup>e</sup>	Total
Applicants 2018/19	1.6%	15.9%	23.2%	14.1%	10.7%	9.5%	10.0%	7.3%	4.7%	2.2%	0.6%	0.5%	100.0% (3,703)
Applicants 2019/20	2.8%	18.7%	22.2%	12.7%	11.7%	9.0%	8.3%	7.1%	4.7%	2.2%	0.2%	0.7%	100.0% (3,554)
Staff 2018/19	1.7%	3.0%	6.1%	9.3%	12.6%	10.8%	14.0%	13.8%	14.6%	9.8%	4.4%	0.0%	100.0% (2,197)
Staff 2019/20	0.3%	1.6%	5.7%	9.4%	13.8%	10.8%	12.9%	13.7%	15.5%	11.3%	5.3%	0.0%	100.0% (2,065)
Leavers 2018/19	15.0%	15.0%	11.7%	6.7%	10.0%	3.8%	7.1%	4.6%	10.4%	11.7%	4.2%	0.0%	100.0% (240)
Leavers 2019/20	*	3.6%	7.3%	9.3%	15.3%	9.7%	13.3%	11.3%	10.1%	9.7%	10.1%	0.0%	100.0% (248)

Table 2: Staff and Leavers by Average Age and Length of Service, 2018-19 and 2019-20

Staff Group	2018-19	2019-20
Average Age - Staff	46.0 years	47.2 years
Average Age - Leavers	38.1 years	46.5 years
Average Length of Service - Leavers	5.2 years	5.0 years

Table 3: Staff Position by Age Range, 2018-19 and 2019-20

Group and Age Results by %	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 /19-20	18-19 / 19-20
Director, Executive, or Dean	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	* / *	10.9% / *	19.6% /17.5%	23.9% /20.0%	17.4% /25.0%	13.1% /12.5%	13.1% /12.5%	0.0% /0.0%	0.0% /0.0%	100.0% (46 / 40)
Curriculum Head	0.0% /0.0%	0.0% /0.0%	* /*	7.5% / 7.2%	8.4% /13.1%	13.1% /11.9%	19.6% /17.9%	16.8% /15.5%	24.3% /25.0%	7.5% / 7.2%	* /*	0.0% /0.0%	100.0% (107 / 84)
Lecturing Staff	0.0% /0.0%	* /0.0%	4.6% /4.2%	10.5% / 9.9%	13.3% /14.8%	11.5% /11.3%	14.9% /13.8%	14.8% /14.3%	15.9% /16.2%	10.2% /10.9%	4.1% /4.7%	0.0% /0.0%	100.0%(1,269 /1,239)
Head of Service	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	* /*	* /*	31.3% / *	31.3% /38.5%	* /0.0%	0.0% /0.0%	0.0% /0.0%	100.0% (16 / 13)
Support Staff (including Managers)	4.9%/*	8.3% /4.1%	9.6% /9.6%	8.3% /9.4%	12.3% / 12.6%	8.7% / 9.4%	11.0% /10.3%	11.1% /11.7%	10.8% /12.7%	9.5% / 12.9%	5.7% /7.0%	0.0% /0.0%	100.0% (759 / 669)
Modern Apprentice	0.0%/*	0.0%/*	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	0.0% /0.0%	100.0% ( 0 / 5)
Furloughed	0.0% /0.0%	0.0%/*	0.0% /*	0.0% /0.0%	0.0%/*	0.0%/*	0.0% /0.0%	0.0%/*	0.0%/*	0.0%/*	0.0%/*	0.0% /0.0%	100.0% ( 0 / 15)
College Total	1.7% / 0.3%	3.0% / 1.6%	6.1% / 5.7%	9.3% / 9.4%	12.6% / 13.8%	10.8% / 10.8%	14.0% / 12.9%	13.8% / 13.7%	14.6% / 15.5%	9.8% / 11.3%	4.4% / 5.3%	0.0% / 0.0%	100.0%(2,197 /2,065)

## Recruitment, Composition and Retention of Staff by Disability

Table 4: Applications, Shortlisting, Appointments, Staff and Leavers by Disability Status, 2018-19 and 2019-20

Staff Group Results By % and Number	Disabled 18-19 / 19-20	Non-Disabled 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	7.1% / 7.1%	85.4% / 84.1%	0.0% / 0.0%	7.5% / 8.8%	100.0% (3,346 / 3,467)
Internal Applicants	5.9% / *	88.0% / 86.2%	0.0% / 0.0%	6.2% / 10.4%	100.0% (357 / 87)
External Shortlisted Applicants	7.8% / 7.2%	85.1% / 84.8%	0.0% / 0.0%	7.2% / 7.5%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	6.8% / *	88.7% / 85.7%	0.0% / 0.0%	4.5% / 11.9%	100.0% (265 / 42)
External Appointments	5.4% / *	88.6% / 92.1%	0.0% / 0.0%	6.1% / *	100.0% (131 / 88)
Internal Appointments	* / 0.0%	94.3% / 75.0%	0.0% / 0.0%	* / *	100.0% (35 / 12)
Staff	7.6% / 7.7%	76.9% / 77.0%	15.5% / 15.4%	0.0% / 0.0%	100.0% (2,197 / 2,065)
Leavers	5.4% / 5.7%	47.1% / 67.8%	42.5% / 12.9%	5.0% / 13.7%	100.0% (240 / 248)

**Table 5: Staff by Disability Type, 2017-18 to 2019-20**

Disability Type and Status	2017-18		2018-19		2019-20	
	Count	Percentage	Count	Percentage	Count	Percentage
Blind/Serious Visual Impairment	0	0.0%	*	*	*	*
Deaf/Serious Hearing Impairment	5	5.0%	15	9.1%	16	10.1%
Physical Impairment/Mobility Issue	7	7.0%	17	10.3%	19	12.0%
Specific Learning Difficulty, e.g. Dyslexia, Dyspraxia, or AD(H)D	19	19.0%	22	13.3%	21	13.3%
Specific Learning Impairment, e.g. Down's Syndrome	0	0.0%	0	0.0%	*	*
Social/Communication Impairment, e.g. Asperger's Syndrome	*	*	5	3.0%	5	3.2%
Mental Health Condition, e.g. Depression, Schizophrenia or Anxiety Disorder	9	9.0%	21	12.7%	17	10.8%
Long Standing Illness or Health Condition, e.g. Cancer, HIV, Diabetes, Chronic Heart Disease, or Epilepsy	32	32.0%	50	30.1%	45	28.5%
Multiple Disabilities	*	*	5	3.0%	5	3.2%
Other Disability	21	21.0%	27	16.3%	25	15.8%
<b>Disabled Staff</b>	<b>100</b>	<b>6.4%</b>	<b>166</b>	<b>7.6%</b>	<b>158</b>	<b>7.7%</b>
<b>Non-Disabled Staff</b>	<b>1,305</b>	<b>83.7%</b>	<b>1,690</b>	<b>76.9%</b>	<b>1,589</b>	<b>77.0%</b>
<b>No Response</b>	<b>26</b>	<b>1.7%</b>	<b>341</b>	<b>15.5%</b>	<b>318</b>	<b>15.4%</b>
<b>Prefer Not to Say</b>	<b>128</b>	<b>8.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,197</b>	<b>100.0%</b>	<b>2,065</b>	<b>100.0%</b>



**Table 6: Staff Position by Disability Status, 2018-19 and 2019-20**

Staff Position	Disabled 18-19 / 19-20	Non-Disabled 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19- 20	Total 18-19 / 19-20
Director, Executive, or Dean	* / *	89.1% / 82.5%	* / *	* / *	100.0% (46 / 40)
Curriculum Head	9.4% / 7.2%	84.1% / 83.3%	* / *	4.7% / *	100.0% (107 / 84)
Lecturing Staff	6.6% / 6.6%	81.3% / 79.0%	4.4% / 6.1%	7.8% / 8.5%	100.0% (1,269/ 1,239)
Head of Service	* / *	75.0% / 77.0%	0.0% / 0.0%	* / 0.0%	100.0% (16 / 13)
Support Staff (including Managers)	8.8% / 9.9%	68.0% / 71.9%	16.4% / 9.0%	6.9% / 9.4%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / *	0.0% / *	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / *	0.0% / 86.7%	0.0% / 0.0%	0.0% / *	100.0% (0 / 15)
<b>College Total</b>	<b>7.6% (166) / 7.7% (158)</b>	<b>76.9% (1,690) / 77.0% (1,589)</b>	<b>15.5% (341) / 15.4% (318)</b>	<b>0.0% (0) / 0.0% (0)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 7: Staff Type by Disability Status, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Disabled	51	5.7%	96	6.9%	89	6.6%
Non-Disabled	763	84.8%	1,141	81.6%	1,068	79.4%
No Response	15	1.7%	58	4.2%	80	6.0%
Prefer Not to say	71	7.9%	104	7.5%	109	8.1%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Disabled	49	7.4%	70	9.0%	68	10.0%
Non-Disabled	542	82.2%	528	68.1%	491	72.0%
No Response	11	1.7%	124	16.0%	60	8.8%
Prefer Not to say	57	8.6%	53	6.9%	63	9.3%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Disabled	100	6.4%	166	7.7%	157	7.8%
Non-Disabled	1,305	83.7%	1,669	76.8%	1,559	76.9%
No Response	26	1.7%	182	8.4%	140	6.9%
Prefer Not to say	128	8.2%	157	7.2%	172	8.5%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Gender Reassignment

Table 8: Applications, Shortlisting, Appointments, Staff and Leavers by Transgender Identity, 2018-19 and 2019-20

Staff Group	Identify as Transgender 18-19 / 19-20	Do Not Identify as Transgender 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	0.2% / 0.5%	97.7% / 97.3%	0.0% / 0.0%	2.2% / 2.2%	100.0% (3,346 / 3,467)
Internal Applicants	* / *	98.3% / 96.6%	0.0% / 0.0%	1.4% / *	100.0% (357 / 87)
External Shortlisted Applicants	0.0% / *	98.1% / 97.3%	0.0% / 0.0%	2.0% / 2.4%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	* / *	99.3% / 92.9%	0.0% / 0.0%	* / *	100.0% (265 / 42)
External Appointments	0.0% / 0.0%	100.0% / 94.3%	0.0% / 0.0%	0.0% / 5.7%	100.0% (131 / 88)
Internal Appointments	* / 0.0%	97.2% / 100.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (35 / 12)
Staff	* / *	16.1% / 17.6%	83.2% / 81.3%	0.7% / 1.0%	100.0% (2,197 / 2,065)
Leavers	0.0% / 0.0%	11.3% / 13.7%	87.5% / 85.1%	* / *	100.0% (240 / 248)

**Table 9: Staff Position by Transgender Identity, 2018-19 and 2019-20**

Staff Position	Identify as Transgender 18-19 / 19-20	Do Not Identify as Transgender 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	College Total 18-19 / 19-20
Director, Executive, or Dean	0.0% / 0.0%	41.3% / 40.0%	58.7% / 60.0%	0.0% / 0.0%	100.0% (46 / 40)
Curriculum Head	0.0% / 0.0%	15.0% / 17.9%	84.1% / 81.0%	* / *	100.0% (107 / 84)
Lecturing Staff	* / *	14.1% / 14.9%	60.9% / 84.4%	0.6% / 0.7%	100.0% (1,269 / 1,239)
Head of Service	0.0% / 0.0%	* / *	81.3% / 76.9%	0.0% / 0.0%	100.0% (16 / 13)
Support Staff (including Managers)	0.0% / *	18.1% / 20.6%	81.3% / 77.7%	0.7% / 1.5%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / *	0.0% / *	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / 0.0%	0.0% / *	0.0% / 73.3%	0.0% / 0.0%	100.0% (0 / 15)
<b>College Total 18-19 / 19-20</b>	<b>*% (*) / *% (*)</b>	<b>16.1% (354)/17.6 %(364)</b>	<b>83.2% (1,827)/81.3 %(1679)</b>	<b>0.7% (15) / 1.0% (20)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 10: Staff Type by Transgender Identity, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Identify as Transgender	*	*	*	*	*	*
Do Not Identify as Transgender	329	36.6%	204	14.6%	208	15.5%
No Response	551	61.2%	1,185	84.7%	1,128	83.8%
Prefer Not to Say	18	2.0%	9	0.7%	9	0.7%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Identify as Transgender	*	*	0	0.0%	*	*
Do Not Identify as Transgender	250	37.9%	140	18.1%	141	20.7%
No Response	400	60.7%	630	81.3%	530	77.7%
Prefer Not to Say	7	1.1%	5	0.7%	10	1.5%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Identify as Transgender	*	*	*	*	*	*
Do Not Identify as Transgender	579	37.1%	344	15.8%	349	17.2%
No Response	951	61.0%	1,815	83.5%	1,658	81.8%
Prefer Not to Say	25	1.6%	14	0.7%	19	1.0%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Marriage and Civil Partnership

Table 11: Applications, Shortlisting, Appointments, Staff and Leavers by Marriage and Civil Partnership Status, 2018-19 and 2019-20

Staff Group	Married 18-19 / 19-20	In Civil Partnership 18-19 / 19-20	Other 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	31.6% / 28.7%	2.3% / 3.4%	57.8% / 60.1%	0.0% / *	8.3% / 7.9%	100.0% (3,346 / 3,467)
Internal Applicants	52.7% / 56.3%	2.3% / *	36.7% / 36.8%	0.0% / 0.0%	8.4% / 5.8%	100.0% (357 / 87)
External Shortlisted Applicants	38.9% / 33.2%	2.3% / 3.1%	51.1% / 57.2%	0.0% / 0.0%	7.8% / 6.6%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	51.7% / 50.0%	2.3% / *	37.0% / 40.5%	0.0% / 0.0%	9.1% / *	100.0% (265 / 42)
External Appointments	45.8% / 37.5%	* / *	47.3% / 52.3%	0.0% / 0.0%	4.6% / 8.0%	100.0% (131 / 88)
Internal Appointments	31.4% / 41.7%	* / 0.0%	57.2% / 41.7%	0.0% / 0.0%	* / *	100.0% (35 / 12)
Staff	49.6% / 50.6%	1.6% / 1.8%	36.5% / 37.4%	5.4% / 3.2%	7.0% / 7.2%	100.0% (2,197 / 2,065)
Leavers	24.2% / 51.2%	* / 2.0%	33.8% / 35.5%	34.2% / 5.7%	7.5% / 6.1%	100.0% (240 / 248)

**Table 12: Staff Position by Marriage and Civil Partnership Status, 2018-19 and 2019-20**

Staff Position	Married 18-19 / 19-20	In Civil Partnership 18-19 / 19-20	Other 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	College Total 18-19 / 19-20
Director, Executive, or Dean	60.9% / 67.5%	* / 0.0%	28.3% / 22.5%	* / *	* / *	100.0% (46 / 40)
Curriculum Head	71.0% / 66.7%	0.0% / 0.0%	23.4% / 25.0%	0.0% / *	5.6% / 6.0%	100.0% (107 / 84)
Lecturing Staff	55.6% / 54.2%	1.5% / 1.7%	33.6% / 34.0%	1.7% / 2.7%	7.7% / 7.4%	100.0% (1,269 / 1,239)
Head of Service	68.8% / 61.6%	0.0% / 0.0%	31.3% / 38.5%	0.0% / 0.0%	0.0% / 0.0%	100.0% (16 / 13)
Support Staff (including Managers)	35.4% / 41.3%	1.9% / 2.1%	43.9% / 45.0%	12.7% / 4.1%	6.2% / 7.6%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / 0.0%	0.0% / 100.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / 33.3%	0.0% / *	0.0% / 60.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (0 / 15)
<b>College Total 18-19 / 19- 20</b>	<b>49.6% (1,089)% / 50.6% (1,044)</b>	<b>1.6% (34) / 1.8% (36)</b>	<b>36.5% (802) / 37.4% (771)</b>	<b>5.4% (119) / 3.2% (65)</b>	<b>7.0% (153) / 7.2% (149)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 13: Staff Type by Marriage and Civil Partnership, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Married	517	57.4%	797	57.0%	744	55.3%
In Civil Partnership	9	1.0%	19	1.4%	21	1.6%
Other	293	32.6%	456	32.6%	447	33.2%
No Response	17	1.9%	22	1.6%	35	2.6%
Prefer Not to Say	64	7.1%	105	7.5%	98	7.3%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Married	262	39.8%	280	36.1%	284	41.7%
In Civil Partnership	8	1.2%	14	1.8%	14	2.1%
Other	318	48.3%	338	43.6%	306	44.9%
No Response	39	5.9%	96	12.4%	27	4.1%
Prefer Not to Say	32	4.9%	47	6.1%	51	7.5%
<b>Total</b>	<b>764</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Married	779	50.0%	1,077	49.6%	1,028	50.7%
In Civil Partnership	17	1.1%	33	1.5%	35	1.7%
Other	611	39.2%	794	36.5%	753	37.1%
No Response	56	3.6%	118	5.4%	62	3.1%
Prefer Not to Say	96	6.2%	152	7.0%	149	7.4%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>



## Recruitment, Composition and Retention of Female Staff by Maternity/ Paternity/ Adoption Leave

Table 14: Staff by Maternity/ Paternity/ Adoption Leave, 2018-19 and 2019-20

Staff Group	Maternity 18-19 / 19-20	Paternity 18-19 / 19-20	Adoption 18-19 / 19-20	No Maternity/ Paternity/ Adoption Leave 18-19 / 19-20	Total 18-19 / 19-20
Staff	2.2% / 1.8%	1.0% / 0.9%	* / 0.0%	96.8% / 97.4%	100.0% (2,197 / 2,065)
Leavers	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% / 100.0%	100.0% (240 / 248)

Table 15: Staff Position by Maternity/ Paternity/ Adoption Leave, 2018-19 and 2019-20

Staff Position (All people)	Maternity, Paternity or Adoption leave 18-19 / 19-20	No Maternity, Paternity or Adoption leave 18-19 / 19-20	Total 18-19 / 19-20
Director, Executive, or Dean	* / 0.0%	97.8% / 0.0%	100.0% (46 / 40)
Curriculum Head	* / *	97.2% / 98.8%	100.0% (107 / 84)
Lecturing Staff	4.0% / 3.2%	96.0% / 96.9%	100.0% (1,269 / 1,239)
Head of Service	0.0% / 0.0%	100.0% / 100.0%	100.0% (16 / 13)
Support Staff (including Managers)	2.3% / 2.3%	97.8% / 97.8%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / 100.0%	100.0% (0 / 5)
Furloughed	0.0% / 0.0%	0.0% / 100.0%	100.0% (0 / 15)
<b>College Total 18-19 / 19-20</b>	<b>3.4% (71) / 2.7% (55)</b>	<b>96.8% (2,126) / 97.4% (2,010)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 16: Female Staff by Pregnancy Status, 2017-18 and Staff by Maternity/ Paternity/ Adoption Leave, 2018-19 and 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
On Maternity/Paternity/ Adoption Leave ('Pregnant' - for 17/18)	10	2.3%	54	3.9%	40	3.0%
Not on Maternity/Paternity/ Adoption Leave ('Not Pregnant' - for 17/18)	427	97.7%	1,345	96.2%	1,306	97.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>437</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
On Maternity/Paternity/ Adoption Leave ('Pregnant' - for 17/18)	7	1.7%	17	2.2%	15	2.2%
Not on Maternity/Paternity/ Adoption Leave ('Not Pregnant' - for 17/18)	403	98.3%	758	97.8%	667	97.8%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>410</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
On Maternity/Paternity/ Adoption Leave ('Pregnant' - for 17/18)	17	2.0%	71	3.3%	55	2.7%
Not on Maternity/Paternity/ Adoption Leave ('Not Pregnant' - for 17/18)	830	98.0%	2,103	96.8%	1,973	97.3%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>College Total</b>	<b>847</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Caring Responsibilities

Table 17: Applications, Shortlisting, Appointments, Staff and Leavers by Caring Responsibilities, 2018-19 and 2019-20

Staff Group	With Caring Responsibilities 18-19 / 19-20	No Caring Responsibilities 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	16.9% / 16.7%	79.8% / 80.5%	0.0% / *	3.4% / 2.9%	100.0% (3,346 / 3,467)
Internal Applicants	28.3% / 33.3%	65.0% / 62.1%	0.0% / 0.0%	6.7% / 4.6%	100.0% (357 / 87)
External Shortlisted Applicants	19.7% / 19.3%	75.2% / 78.7%	0.0% / 0.0%	5.1% / 2.1%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	28.7% / 28.6%	63.8% / 64.3%	0.0% / 0.0%	7.6% / *	100.0% (265 / 42)
External Appointments	29.0% / 25.9%	67.2% / 75.0%	0.0% / 0.0%	3.8% / 0.0%	100.0% (131 / 88)
Internal Appointments	34.3% / *	60.0% / 75.0%	0.0% / 0.0%	* / 0.0%	100.0% (35 / 12)
Staff	24.6% / 23.3%	38.2% / 36.9%	32.6% / 34.9%	1.8% / 2.1%	100.0% (2,197 / 2,065)
Leavers	9.2% / 17.8%	28.8% / 39.5%	60.8% / 40.3%	* / 2.8%	100.0% (240 / 248)

**Table 18: Staff Position by Caring Responsibilities, 2018-19 and 2019-20**

Staff Position	Caring Responsibilities for Adults and Disabled Children 18-19 / 19-20	Caring Responsibilities Children (Non-Disabled) 18-19 / 19-20	No Caring Responsibilities 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	College Total 18-19 / 19-20
Director, Executive, or Dean	10.9% / 12.5%	28.3% / 30.0%	30.4% / 20.0%	30.4% / 37.5%	0.0% / 0.0%	100.0% (46 / 40)
Curriculum Head	12.2% / 9.5%	25.2% / 21.4%	36.5% / 35.7%	20.6% / 25.0%	* / *	100.0% (107 / 84)
Lecturing Staff	8.8% / 8.2%	17.7% / 16.6%	41.1% / 40.5%	26.6% / 28.9%	2.5% / 2.7%	100.0% (1,269 / 1,239)
Head of Service	* / 0.0%	43.8% / 0.0%	31.3% / *	* / *	* / *	100.0% (16 / 13)
Support Staff (including Managers)	7.7% / 7.9%	10.4% / 10.0%	34.4% / 32.4%	45.2% / 46.8%	0.8% / 1.1%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	0.0% / *	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / *	0.0% / *	0.0% / *	0.0% / 60.0%	0.0% / 0.0%	100.0% (0 / 15)
<b>College Total</b>	<b>8.6% (188) / 8.3% (172)</b>	<b>16.0% (351) / 15.0% (310)</b>	<b>38.2% (840) / 36.9% (762)</b>	<b>32.6% (717) / 34.9% (720)</b>	<b>1.8% (39) / 2.1% (42)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 19: Staff Type by Caring Responsibilities, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Caring Responsibilities for Adults and Disabled Children	108	12.0%	125	9.0%	111	8.3%
Caring Responsibilities Children (Non-Disabled)	176	19.6%	242	17.3%	232	17.3%
No Caring Responsibilities	379	42.1%	566	40.5%	537	39.9%
No Response	209	23.2%	366	26.2%	386	28.7%
Prefer Not to Say	28	3.1%	32	2.3%	34	2.5%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Caring Responsibilities for Adults and Disabled Children	73	11.1%	59	7.6%	54	7.9%
Caring Responsibilities Children (Non-Disabled)	89	13.5%	86	11.1%	74	10.9%
No Caring Responsibilities	326	49.5%	266	34.3%	219	32.1%
No Response	164	24.9%	345	44.5%	315	46.2%
Prefer Not to Say	7	1.1%	7	0.9%	8	1.2%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Caring Responsibilities for Adults and Disabled Children	181	11.6%	184	8.5%	165	8.2%
Caring Responsibilities Children (Non-Disabled)	265	17.0%	328	15.1%	306	15.1%
No Caring Responsibilities	705	45.2%	832	38.3%	756	37.3%
No Response	373	23.9%	711	32.7%	756	37.3%
Prefer Not to Say	35	2.2%	39	1.8%	42	2.1%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Race (Ethnicity)

Table 20: Applications, Shortlisting, Appointments, Staff and Leavers by Ethnicity, 2018-19 and 2019-20

Staff Group	BME 18-19 / 19-20	Other White 18-19 / 19-20	UK White 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	12.7% / 11.3%	11.7% / 10.3%	74.1% / 77.3%	0.0% / *	1.6% / 1.2%	100.0% (3,346 / 3,467)
Internal Applicants	15.1% / 8.1%	10.1% / 8.1%	73.1% / 81.6%	0.0% / 0.0%	1.7% / *	100.0% (357 / 87)
External Shortlisted Applicants	12.0% / 11.2%	11.0% / 7.6%	75.2% / 79.8%	0.0% / 0.0%	1.9% / 1.4%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	15.9% / *	0.1% / *	77.4% / 83.3%	0.0% / 0.0%	* / *	100.0% (265 / 42)
External Appointments	6.1% / 9.1%	8.4% / *	84.7% / 86.4%	0.0% / 0.0%	* / *	100.0% (131 / 88)
Internal Appointments	* / 0.0%	14.3% / *	80.0% / 75.0%	0.0% / 0.0%	0.0% / *	100.0% (35 / 12)
Staff	6.4% / 6.3%	5.6% / 5.7%	76.4% / 77.2%	8.2% / 6.7%	3.5% / 4.1%	100.0% (2,197 / 2,065)
Leavers	5.0% / 7.7%	4.6% / 5.7%	49.2% / 68.6%	39.2% / 12.5%	2.1% / 6.1%	100.0% (240 / 248)

Table 21: Staff Position by Ethnicity, 2018-19 and 2019-20

Staff Position	BME 18-19 / 19- 20	Other White 18-19 / 19-20	UK White 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19- 20
Director, Executive, or Dean	* / *	0.0% / *	84.8% / 80.0%	* / *	0.0% / *	100.0% (46 / 40)
Curriculum Head	10.3% / 9.5%	* / *	85.1% / 84.5%	* / *	* / *	100.0% (107 / 84)
Lecturing Staff	6.9% / 6.8%	5.8% / 5.8%	78.4% / 76.2%	4.8% / 6.6%	4.1% / 4.6%	100.0% (1,269 / 1,239)
Head of Service	0.0% / 0.0%	* / 0.0%	93.8% / 100.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (16 / 13)
Support Staff (including Managers)	4.9% / 5.2%	6.2% / 5.8%	71.0% / 77.6%	14.8% / 7.5%	3.2% / 3.9%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / *	0.0% / *	0.0% / 0.0%	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / 0.0%	0.0% / *	0.0% / 73.3%	0.0% / 0.0%	0.0% / 0.0%	100.0% (0 / 15)
<b>College Total</b>	<b>6.4% (140) /6.3% (130)</b>	<b>5.6% (122) / 5.7% (118)</b>	<b>76.4% (1,679) / 77.2% (1,594)</b>	<b>8.2% (179) / 6.7% (139)</b>	<b>3.5% (77) / 4.1% (84)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 22: Staff Type by Ethnicity, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
BME	49	5.4%	101	7.2%	94	7.0%
Other White	54	6.0%	74	5.3%	73	5.4%
UK White	732	81.3%	1,105	79.1%	1,034	76.8%
No Response	21	2.3%	66	4.7%	87	6.5%
Prefer Not to Say	44	4.9%	53	3.8%	58	4.3%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
BME	36	5.5%	37	4.8%	35	5.1%
Other White	44	6.7%	48	6.2%	39	5.7%
UK White	541	82.1%	554	71.5%	532	78.0%
No Response	13	2.0%	112	14.5%	50	7.3%
Prefer Not to Say	25	3.8%	24	3.1%	26	3.8%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
BME	85	5.5%	138	6.4%	129	6.4%
Other White	98	6.3%	122	5.6%	112	5.5%
UK White	1,273	81.7%	1,659	76.3%	1,566	77.2%
No Response	34	2.2%	178	8.2%	137	6.8%
Prefer Not to Say	69	4.4%	77	3.6%	84	4.2%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>



## Recruitment, Composition and Retention of Staff by Religion or Belief

Table 23: Applications, Shortlisting, Appointments, Staff and Leavers by Religion or Belief, 2018-19 and 2019-20

Staff Group	None 18-19 / 19-20	Protestant 18-19 / 19-20	Roman Catholic 18-19 / 19-20	Other Christian 18-19 / 19-20	Muslim 18-19 / 19-20	Buddhist 18-19 / 19-20	Sikh 18-19 / 19-20	Jewish 18-19 / 19-20	Hindu 18-19 / 19-20	Other 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	No Response 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	50.8% / 53.8%	8.4% / 7.5%	16.3% / 16.8%	7.9% / 8.2%	5.1% / 3.8%	0.4% / 0.5%	0.4% / 0.7%	0.3% / *	1.2% / 1.0%	1.3% / 1.4%	7.9% / 6.4%	* / *	100.0% (3,346 / 3,467)
Internal Applicants	36.4% / 39.1%	10.9% / 5.8%	17.9% / 29.9%	11.5% / 12.7%	5.1% / *	* / 0.0%	* / 0.0%	0.0% / 0.0%	0.0% / 3.1% / *	1.4% / 0.0%	13.2% / 10.4%	0.0% / 0.0%	100.0% (357 / 87)
Ext' Shortlisted Applicants	50.3% / 52.1%	9.8% / 9.4%	15.0% / 15.0%	8.1% / 9.1%	4.2% / 3.6%	0.5% / 0.7%	* / *	* / *	1.4% / 1.2%	1.4% / 1.2%	8.9% / 7.4%	0.0% / 0.0%	100.0% (1,034 / 882)
Int' Shortlisted Applicants	36.6% / 40.5%	11.3% / *	18.9% / 35.7%	9.8% / *	5.7% / 0.0%	* / 0.0%	* / 0.0%	0.0% / 0.0%	0.0% / 3.4% / *	* / 0.0%	12.1% / 11.9%	0.0% / 0.0%	100.0% (265 / 42)
External Appointments	46.6% / 48.9%	11.5% / 5.7%	19.1% / 26.2%	10.7% / 9.1%	3.8% / 0.0%	* / 0.0%	0.0% / *	0.0% / 0.0%	0.0% / * / 0.0%	* / *	4.6% / 6.8%	0.0% / 0.0%	100.0% (131 / 88)
Internal Appointments	62.9% / 41.7%	* / *	14.3% / *	0.0% / *	0.0% / 0.0%	* / 0.0%	* / 0.0%	0.0% / 0.0%	0.0% / 0.0%	* / 0.0%	* / *	0.0% / 0.0%	100.0% (35 / 12)
Staff	29.7% / 31.0%	10.8% / 10.3%	14.9% / 15.1%	10.8% / 11.3%	2.1% / 1.9%	0.4% / 0.4%	* / *	* / *	0.7% / 0.7%	2.0% / 1.9%	20.4% / 21.1%	7.8% / 6.3%	100.0% (2,197 / 2,065)
Leavers	22.5% / 29.5%	4.6% / 10.9%	10.0% / 14.5%	6.3% / 8.9%	2.5% / 2.8%	* / *	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0% / *	* / 2.0%	12.1% / 19.0%	40.4% / 10.9%	100.0% (240 / 248)

Table 24: Staff Position by Religion or Belief, 2018-19 and 2019-20

Staff Position	None 18-19 / 19-20	Protestant 18-19 / 19- 20	Roman Catholic 18-19 / 19-20	Other Christian 18-19 / 19-20	Muslim 18-19 / 19-20	Buddhist 18-19 / 19-20	Sikh 18-19 / 19- 20	Jewish 18-19 / 19-20	Hindu 18-19 / 19-20	Other 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	No Response 18-19 / 19- 20	Total 18-19 / 19-20
Director, Executive, or Dean	26.1% / 25.0%	13.1% / 15.0%	23.9% / 20.0%	10.9% / * *	* / *	0.0% / 0.0%	0.0% / 0.0%	* / *	* / *	* / *	13.1% / 12.5%	* / *	100.0% (46 / 40)
Curriculum Head	24.3% / 25.0%	10.3% / 8.3%	16.8% / 20.3%	15.9% / 14.3%	5.6% / *	0.0% / 0.0%	0.0% / 0.0%	* / 0.0%	* / *	4.7% / *	16.8% / 16.7%	* / *	100.0% (107 / 84)
Lecturing Staff	32.2% / 32.5%	10.7% / 10.0%	14.1% / 13.7%	11.0% / 11.1%	2.4% / 2.3%	0.6% / 0.5%	* / *	* / *	0.7% / 0.6%	2.1% / 1.6%	21.5% / 21.4%	4.6% / 6.2%	100.0% (1,269/ 1,239)
Head of Service	* / *	31.3% / *	* / *	* / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	* / *	0.0% / 0.0%	100.0% (16/13)
Support Staff (including Managers)	26.9% / 29.0%	10.7% / 10.6%	15.3% / 16.9%	9.9% / 11.4%	1.2% / 0.9%	* / *	0.0% / 0.0%	0.0% / 0.0%	* / *	1.6% / 2.0%	19.5% / 21.7%	14.4% / 6.7%	100.0% (759 / 669)
Modern Apprentice	0.0% / *	0.0% / 0.0%	0.0% / *	0.0% / *	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	0.0% / 0.0%	100.0% (0 / 5)
Furloughed	0.0% / 46.7%	0.0% / *	0.0% / *	0.0% / *	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	0.0% / 0.0%	100.0% (0 / 15)
<b>Combined Total</b>	<b>29.7% (653) / 31.0% (640)</b>	<b>10.8% (238) / 10.3% (213)</b>	<b>14.9% (328) / 15.1% (311)</b>	<b>10.8% (238) / 11.3% (232)</b>	<b>2.1% (46) / 1.9% (38)</b>	<b>0.4% (9) / 0.4% (8)</b>	<b>* / *</b>	<b>* / *</b>	<b>0.7% (15) / 0.7% (14)</b>	<b>2.0% (44) / 1.9% (38)</b>	<b>20.4% (448) / 21.1% (436)</b>	<b>7.8% (172) / 6.3% (130)</b>	<b>100.0% (2,197 /2,065)</b>

**Table 25: Staff Type by Religion or Belief, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
No Religion, or Belief	260	28.9%	440	31.5%	429	31.9%
Listed Religious Belief	353	39.2%	571	40.8%	528	39.2%
Other Religion/Belief	16	1.8%	32	2.3%	25	1.9%
No Response	13	1.4%	62	4.4%	82	6.1%
Prefer Not to Say	258	28.7%	294	21.0%	282	21.0%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
No Religion, or Belief	205	31.1%	207	26.7%	198	29.0%
Listed Religious Belief	276	41.9%	296	38.2%	278	40.8%
Other Religion/Belief	14	2.1%	12	1.6%	13	1.9%
No Response	10	1.5%	109	14.1%	45	6.6%
Prefer Not to Say	154	23.4%	151	19.5%	148	21.7%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
No Religion, or Belief	465	29.8%	647	29.8%	627	30.9%
Listed Religious Belief	629	40.3%	867	39.9%	806	39.8%
Other Religion/Belief	30	1.9%	44	2.1%	38	1.9%
No Response	23	1.5%	171	7.9%	127	6.3%
Prefer Not to Say	412	26.4%	445	20.5%	430	21.2%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Sex (Formerly Referred to as Gender)

Table 26: Applications, Shortlisting, Appointments, Staff and Leavers by Sex, 2018-19 and 2019-20

Staff Group	Female (including trans woman) 18-19 / 19-20	Male (including trans man) 18-19 / 19-20	Other 18-19 / 19-20	No Response 18-19 / 19-20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
External Applicants	58.7% / 56.4%	40.7% / 42.5%	0.7% / 1.1%	0.0% / *	0.0% / 0.0%	100.0% (3,346 / 3,467)
Internal Applicants	49.6% / 66.7%	49.9% / 33.3%	* / 0.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (357 / 87)
External Shortlisted Applicants	56.0% / 54.3%	43.8% / 44.9%	* / 0.8%	0.0% / 0.0%	0.0% / 0.0%	100.0% (1,034 / 882)
Internal Shortlisted Applicants	45.7% / 61.9%	53.6% / 38.1%	* / 0.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (265 / 42)
External Appointments	51.9% / 64.8%	48.1% / 35.2%	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (131 / 88)
Internal Appointments	51.4% / 75.0%	48.6% / *	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	100.0% (35 / 12)
Staff	40.0% / 41.3%	36.4% / 35.9%	* / *	6.9% / 5.1%	16.6% / 17.6%	100.0% (2,197 / 2,065)
Leavers	27.1% / 37.1%	23.3% / 38.3%	* / 0.0%	40.4% / 9.7%	8.3% / 14.9%	100.0% (240 / 248)

**Table 27: Staff Position by Sex, 2018-19 and 2019-20**

Staff Position	Female (including trans woman) 18-19 / 19-20	Male (including trans man) 18-19 / 19-20	Other 18-19 / 19-20	No Response 18-19 / 19-20	College Total 18-19 / 19-20
Director, Executive, or Dean	41.3% / 30.0%	47.8% / 55.0%	0.0% / 0.0%	10.9% / 15.0%	100.0% (46 / 40)
Curriculum Head	36.5% / 35.7%	50.5% / 51.2%	0.0% / 0.0%	17.8% / 17.9%	100.0% (107 / 84)
Lecturing Staff	38.5% / 39.9%	41.8% / 40.0%	* / *	19.5% / 21.0%	100.0% (1,269 / 1,239)
Head of Service	43.8% / *	37.5% / 46.2%	0.0% / 0.0%	* / *	100.0% (16 / 13)
Support Staff (including Managers)	42.8% / 46.8%	24.8% / 25.6%	0.0% / 0.0%	32.4% / 27.7%	100.0% (759 / 669)
Modern Apprentice	0.0% / *	0.0% / *	0.0% / 0.0%	0.0% / *	100.0% (0 / 5)
Furloughed	0.0% / 53.3%	0.0% / *	0.0% / 0.0%	0.0% / *	100.0% (0 / 15)
<b>College Total</b>	<b>40.0% (878) / 41.3% (852)</b>	<b>36.4% (800) / 35.9% (741)</b>	<b>* / *</b>	<b>23.5% (516) / 22.7% (470)</b>	<b>100.0% (2,197 / 2,065)</b>

**Table 28: Staff Type by Sex, 2017-18 to 2019-20**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Female (inc' trans woman)	437	48.6%	535	38.3%	521	38.7%
Male (inc' trans man)	436	51.4%	596	42.6%	549	40.8%
Other	0	0.0%	*	*	*	*
No Response	0	0.0%	265	19.0%	274	20.4%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Female (inc' trans woman)	410	62.2%	332	42.9%	317	46.6%
Male (inc' trans man)	249	37.8%	194	25.0%	177	26.0%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	249	32.1%	188	27.6%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Female (inc' trans woman)	847	54.3%	867	39.9%	838	41.3%
Male (inc' trans man)	712	45.7%	790	36.3%	726	35.8%
Other	0	0.0%	*	*	*	*
No Response	0	0.0%	514	23.7%	462	22.8%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

## Recruitment, Composition and Retention of Staff by Sexual Orientation

Table 29: Applications, Shortlisting, Appointments, Staff and Leavers by Sexual Orientation, 2018-19 and 2019-20

Staff Group	Bisexual 18-19 / 19- 20	Gay Man 18-19 / 19- 20	Gay Woman/ Lesbian 18-19 / 19- 20	Hetero' / Straight 18-19 / 19- 20	Other 18-19 / 19- 20	No Response 18-19 / 19- 20	Prefer Not to Say 18-19 / 19- 20	Total 18-19 / 19- 20
External Applicants	2.8% / 3.7%	3.7% / 3.6%	1.4% / 1.5%	85.3% / 85.3%	0.4% / 0.4%	0.0% / *	6.6% / 5.5%	100.0% (3,346 /
Internal Applicants	* / *	2.0% / *	* / *	88.5% / 90.8%	* / 0.0%	0.0% / 0.0%	7.9% / 7.9%	100.0% (357 / 87)
Ext' Shortlisted Applicants	2.8% / 3.0%	3.2% / 3.4%	1.7% / 1.3%	84.2% / 86.4%	* / *	0.0% / 0.0%	7.9% / 5.7%	100.0% (1,034 /
Int' Shortlisted Applicants	* / *	2.7% / *	0.0% / 0.0%	89.1% / 88.1%	7.2% / 0.0%	0.0% / 0.0%	0.0% / *	100.0% (265 / 42)
External Appointments	* / *	* / *	* / *	89.3% / 81.8%	0.0% / 0.0%	0.0% / 0.0%	* / 8.0%	100.0% (131 / 88)
Internal Appointments	0.0% / *	* / 0.0%	0.0% / 0.0%	91.4% / 83.3%	0.0% / 0.0%	0.0% / 0.0%	* / *	100.0% (35 / 12)
Staff	0.9% / 1.0%	2.1% / 2.1%	1.0% / 0.9%	67.5% / 67.8%	0.0% / 0.0%	7.9% / 6.7%	20.8% / 21.7%	100.0% (2,197 /
Leavers	* / 0.0%	* / 2.0%	2.5% / *	43.8% / 70.2%	0.0% / 0.0%	39.2% / 11.7%	12.1% / 15.3%	100.0% (240 / 248)

Table 30: Staff Position by Sexual Orientation 2018-19 and 2019-20

Staff Position	Bisexual 18-19 / 19-20	Gay Man 18-19 / 19-20	Gay Woman/ Lesbian 18-19 / 19-20	Hetero' / Straight 18-19 / 19-20	Other 18-19 / 19- 20	No Response 18-19 / 19- 20	Prefer Not to Say 18-19 / 19-20	Total 18-19 / 19-20
Director, Executive,	0.0% / 0.0%	* / *	* / 0.0%	80.4% / 82.5%	0.0% / 0.0%	* / *	* / *	100.0% (46 / 40)
Curriculum Head	* / *	* / *	0.0% / 0.0%	78.5% / 73.8%	0.0% / 0.0%	* / *	17.8% / 17.9%	100.0% (107 / 84)
Lecturing Staff	1.0% / 1.1%	2.1% / 2.2%	0.6% / 0.6%	69.4% / 67.4%	0.0% / 0.0%	4.5% / 6.6%	22.4% / 22.1%	100.0% (1,269 / 1,239)
Head of Service	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	81.3% / 76.9%	0.0% / 0.0%	0.0% / 0.0%	* / *	100.0% (16 / 13)
Support Staff	* / 0.9%	1.7% / 1.7%	1.5% / 1.5%	62.2% / 66.4%	0.0% / 0.0%	14.8% / 7.3%	19.4% / 22.3%	100.0% (759 / 669)
Modern Apprentice	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	100.0% (0 / 5)
Furloughed	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	0.0% / 73.3%	0.0% / 0.0%	0.0% / 0.0%	0.0% / *	100.0% (0 / 15)
<b>College Total</b>	<b>0.9% (18) / 1.0% (21)</b>	<b>2.1% (46) / 2.1% (43)</b>	<b>1.0% (21) / 0.9% (18)</b>	<b>67.5% (1,483) / 67.8% (1,399)</b>	<b>0.0% (0) / 0.0% (0)</b>	<b>7.9% (173) / 6.7% (137)</b>	<b>20.8% (456) / 21.7% (447)</b>	<b>100.0% (2,197 / 2,065)</b>



**Table 31: Staff Type by Sexual Orientation, 2017-18 to 2019-20 (Continued Over)**

<b>Curriculum Staff (including Dean and Curriculum Head)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Bisexual	6	0.7%	14	1.0%	15	1.1%
Gay Man	17	1.9%	32	2.3%	31	2.3%
Gay Woman/Lesbian	6	0.7%	8	0.6%	7	0.5%
Heterosexual/Straight	588	65.3%	980	70.1%	916	68.1%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	13	1.4%	60	4.3%	86	6.4%
Prefer Not to Say	270	30.0%	305	21.8%	291	21.6%
<b>Total</b>	<b>900</b>	<b>100.0%</b>	<b>1,399</b>	<b>100.0%</b>	<b>1,346</b>	<b>100.0%</b>
<b>Support Staff (including Head of Service)</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Bisexual	*	*	*	*	6	1.0%
Gay Man	13	2.0%	13	1.7%	11	1.6%
Gay Woman/Lesbian	9	1.4%	11	1.4%	10	1.5%
Heterosexual/Straight	460	69.8%	485	62.6%	454	66.6%
Other	*	*	0	0.0%	0	0.0%
No Response	9	1.4%	112	14.5%	49	7.2%
Prefer Not to Say	163	24.7%	150	19.4%	152	22.3%
<b>Total</b>	<b>659</b>	<b>100.0%</b>	<b>775</b>	<b>100.0%</b>	<b>682</b>	<b>100.0%</b>

**Table 31: Staff Type by Sexual Orientation, 2017-18 to 2019-20 (Continued)**

Combined Staff	2017-18		2018-19		2019-20	
Bisexual	9	0.6%	18	0.8%	21	1.1%
Gay Man	30	1.9%	45	2.1%	42	2.1%
Gay Woman/Lesbian	15	1.0%	19	0.9%	17	0.9%
Heterosexual/Straight	1,048	67.2%	1,465	67.4%	1,370	67.6%
Other	*	*	0	0.0%	0	0.0%
No Response	22	1.4%	172	7.9%	135	6.7%
Prefer Not to Say	433	27.8%	455	20.9%	443	21.9%
<b>College Total</b>	<b>1,559</b>	<b>100.0%</b>	<b>2,174</b>	<b>100.0%</b>	<b>2,028</b>	<b>100.0%</b>

**Table 1: Staff CPD by Protected Characteristic and Position, 2018/19 and 2019/20**

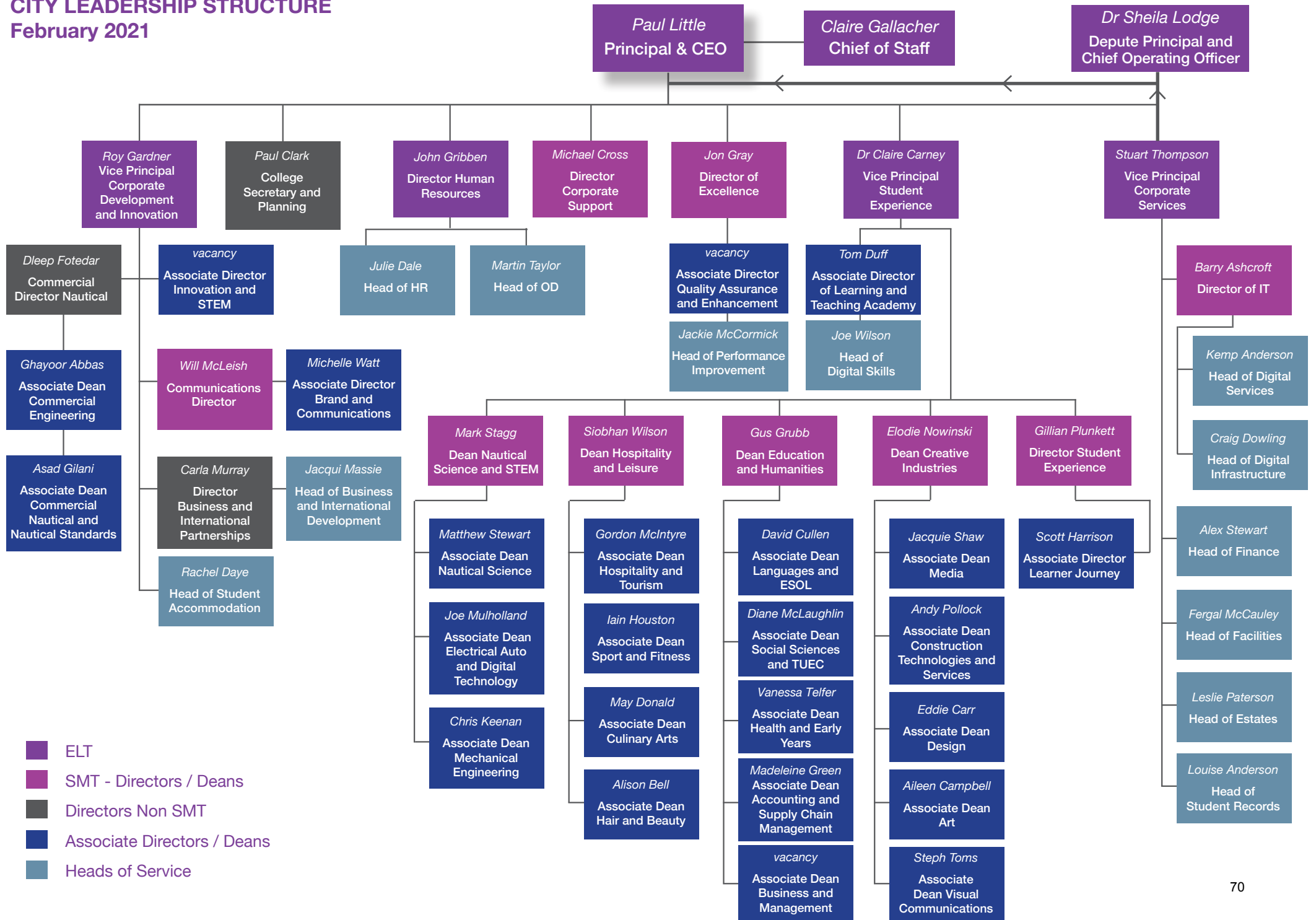
Staff CPD by Protected Characteristic and Position	Staff who undertook CPD between 01/09/2018 - 31/08/2019	Staff who undertook CPD between 01/09/2019 - 31/08/2020
<b>Total Number</b>	<b>604</b>	<b>774</b>
<b>Age breakdown</b>	<p>Mean Age: 47.3 years</p> <p>* - 16-19</p> <p>1.8% - 20-24 (= 16.4% of all 20-24yo staff)</p> <p>4.5% - 25-29 (= 20.3% of all 25-29yo staff)</p> <p>6.5% - 30-34 (= 19.0% of all 30-34yo staff)</p> <p>11.9% - 35-39 (= 26.1% of all 35-39yo staff)</p> <p>12.4% - 40-44 (= 31.8% of all 40-44yo staff)</p> <p>15.7% - 45-49 (= 30.9% of all 45-49yo staff)</p> <p>17.0% - 50-54 (= 34.0% of all 50-54yo staff)</p> <p>17.7% - 55-59 (= 33.4% of all 55-59yo staff)</p> <p>9.4% - 60-64 (= 26.4% of all 60-64yo staff)</p> <p>2.5% - 65+ (= 15.6% of all 65+yo staff)</p>	<p>Mean Age: 47.1 years</p> <p>* - 16-19</p> <p>0.8% - 20-24 (= 18.8% of all 20-24yo staff)</p> <p>5.7% - 25-29 (= 37.3% of all 25-29yo staff)</p> <p>7.9% - 30-34 (= 31.6% of all 30-34yo staff)</p> <p>13.3% - 35-39 (= 36.3% of all 35-39yo staff)</p> <p>12.9% - 40-44 (= 44.9% of all 40-44yo staff)</p> <p>15.1% - 45-49 (= 44.0% of all 45-49yo staff)</p> <p>14.5% - 50-54 (= 39.6% of all 50-54yo staff)</p> <p>15.9% - 55-59 (= 38.6% of all 55-59yo staff)</p> <p>10.9% - 60-64 (= 36.1% of all 60-64yo staff)</p> <p>3.0% - 65+ (= 21.1% of all 65+yo staff)</p>
<b>Disability</b>	<p>8.5% - Disabled</p> <p>82.5% - Not Disabled</p> <p>9.1% - Not Known</p>	<p>9.1% - Disabled</p> <p>78.2% - Not Disabled</p> <p>12.8% - Not Known</p>

Staff CPD by Protected Characteristic and Position	Staff who undertook CPD between 01/09/2018 - 31/08/2019	Staff who undertook CPD between 01/09/2019 - 31/08/2020
<b>Gender Reassignment</b>	17.4% - No Gender Reassignment * - Prefer not to say 82.1% - No Response	* - Underwent Gender Reassignment 21.2% - No Gender Reassignment 0.9% - Prefer not to say 77.8% - No Response
<b>Marriage and Civil Partnership</b>	54.8% - Married 1.7% - In Civil Partnership 35.3% - Other 7.0% - Prefer not to say 1.3% - No Response	52.5% - Married 2.0% - In Civil Partnership 35.4% - Other 7.8% - Prefer not to say 2.5% - No Response
<b>Maternity/ Paternity/Adoption Leave</b>	1.5% - Maternity 1.2% - Paternity * - Adoption 97.2% - No Maternity, Paternity or Adoption Leave	2.1% - Maternity 1.2% - Paternity 0.0% - Adoption 96.8% - No Maternity, Paternity or Adoption Leave
<b>Caring Responsibilities</b>	33.6% - Have caring responsibilities 41.4% - No caring responsibilities 2.7% - Prefer not to say 22.4% - No Response	30.4% - Have caring responsibilities 36.1% - No caring responsibilities 2.3% - Prefer not to say 31.3% - No Response
<b>Ethnicity</b>	6.0% - BME 6.3% - White Other 82.6% - UK White 2.5% - Prefer not to say 2.7% - No Response	5.7% - BME 5.6% - White Other 80.2% - UK White 3.4% - Prefer not to say 5.2% - No Response
<b>Religion or Belief</b>	32.5% - No Religion 10.6% - Protestant 15.7% - Roman Catholic 13.9% - Other Christian * - Buddhist * - Hindu * - Jewish * - Sikh 1.8% - Muslim 1.7% - Other Religion or Belief 20.0% - Prefer Not to Say 2.5% - No Response	31.0% - No Religion 11.4% - Protestant 13.8% - Roman Catholic 13.5% - Other Christian * - Buddhist * - Hindu * - Jewish * - Sikh 1.8% - Muslim 1.7% - Other Religion or Belief 20.7% - Prefer Not to Say 5.2% - No Response

Staff CPD by Protected Characteristic and Position	Staff who undertook CPD between 01/09/2018 - 31/08/2019	Staff who undertook CPD between 01/09/2019 - 31/08/2020
<b>Sex</b>	48.2% - Female (including Trans Woman) 35.1% - Male (including Trans Man) 0.0% - In Another Way 15.1% - Prefer Not to Say 1.7% - No Response	45.9% - Female (including Trans Woman) 35.7% - Male (including Trans Man) * - In Another Way 14.4% - Prefer Not to Say 4.0% - No Response
<b>Sexual Orientation</b>	* - Bisexual 1.8% - Gay Man 1.2% - Gay Woman / Lesbian 73.7% - Heterosexual/Straight 20.7% - Prefer Not to Say 2.3% - No Response	1.1% - Bisexual 2.1% - Gay Man 0.8% - Gay Woman / Lesbian 70.3% - Heterosexual/Straight 20.9% - Prefer Not to Say 4.9% - No Response
<b>Position</b>	5.0% - Director, Executive or Dean (= 65.2% of all Director, Executive or Dean)  7.1% - Curriculum Head (= 40.2% of all Curriculum Heads)  44.5% - Lecturing Staff (= 21.2% of all Lecturing Staff)  2.3% - Head of Service (= 87.5% of all Heads of Service)  41.1% - Support Staff (including managers); (= 32.7% of all Support staff)  0.0% - Modern Apprentice 0.0% - Furloughed	3.2% - Director, Executive or Dean (= 62.5% of all Director, Executive or Dean)  4.4% - Curriculum Head (= 39.3% of all Curriculum Heads)  61.9% - Lecturing Staff (= 38.7% of all Lecturing Staff)  0.8% - Head of Service (= 46.2% of all Heads of Service)  29.1% - Support Staff (including managers); (= 33.6% of all Support staff)  0.0% - Modern Apprentice 0.8% - Furloughed (= 40.0% of all Furloughed staff)

# CITY LEADERSHIP STRUCTURE

February 2021



- ELT
- SMT - Directors / Deans
- Directors Non SMT
- Associate Directors / Deans
- Heads of Service

Public Sector Equality Duty  
Mainstreaming Report  
April 2021

